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ABSTRACT

Thirty public school personnel from the immediate area of Southern Illinois University participated in a 3-week institute to train them to evaluate educational programs. The training emphasized writing appropriate objectives for and problems encountered in evaluation, as well as techniques of data collection and analysis. As part of the training, each participant designed an evaluation problem relevant to his school district. Three outstanding problem designs, a summary of the results of a participant-completed evaluation questionnaire, and two educational journal reprints prepared for and used in the institute conclude the report. (MLF)

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Final Report

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EDUCATIONAL PROGRAM EVALUATION INSTITUTE

Dale E. Kaiser, Ph.D.
Donald L. Beggs, Ph.D.

Southern Illinois University
Carbondale, Illinois

October 1969

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

EA 003 089

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Primary Objective

The primary purpose of this grant was to train thirty public school personnel in the evaluation of educational programs. Emphasis was placed on writing appropriate objectives for evaluation, problems encountered in evaluation, and techniques of data collection and analysis. There was a four-month developmental phase, during which the staff and selected consultants prepared materials for instructions in the institute phase. The actual training period for participants was three weeks of intensive activity following the developmental phase.

Developmental Phase

During the summer months prior to the beginning of the institute, a series of consultants were utilized for the preparation of materials to be used during the institute. The consultants provided several excellent ideas into a program for the institute. The materials prepared and used in the institute are found in Appendix A.

During the developmental phase of the program, the enclosed announcement was forwarded to school personnel in the immediate area of Southern Illinois University.

SOUTHERN ILLINOIS
UNIVERSITY

July 8, 1969

Dear Fellow Educator:

This is to direct your attention to an institute in evaluation that Southern Illinois University will conduct during the latter part of the summer term. A general announcement stating the basic conditions and requirements is enclosed as well as an application blank.

Initially the institute envisioned a three-week on-campus program but because of the slow pace at which the USOE proceeded to fund this project some modification may have to be made. We may have to adjust our program to a two-week on-campus session and make a third week accommodation to those who have a local school district commitment for late August. This may be in the form of a field study to be completed in the home school district.

If you have a staff member who would qualify and like to join us, please have him or her complete and return the application immediately. Applicant selection will take place shortly and those selected will be contacted in matters of housing, meals, etc.

Sincerely,

Edward B. Sasse

Edward B. Sasse

Enclosure: 2

EBS:nc

Southern Illinois University
Carbondale, Illinois 62901

ANNOUNCES

an

EDUCATIONAL PROGRAM EVALUATION INSTITUTE

for

Administrators, supervisors and other public school personnel associated with Educational Program Development and Evaluation

August 11-22 (On Campus)
August 25-29 (Field Study at present School District)

LOCATION: Southern Illinois University Campus, Carbondale, Illinois.

GENERAL ADMISSION POLICIES: Enrollment will be limited to thirty participants. Each participant must be an administrator, supervisor or public school employee who has a responsibility in the area of curriculum formulation or evaluation or who will have such responsibility in the near future. Participants will be selected on the basis of their ability to benefit from the program of the Institute both professionally and in their leadership roles in the schools they serve.

STIPENDS: Upon acceptance, participants will be eligible to receive a stipend of $75 per week for a period of three weeks. Transportation and dependency allowance may also be available where applicable. Institute participants must pay for their own university fees, housing and meals during the period of the institute.

PROGRAM OF THE INSTITUTE: The major objective of the institute program is to train thirty public school personnel in the evaluation of educational programs. Emphasis will be placed on writing appropriate objectives for evaluation, on problems encountered in evaluation, and on the techniques of data collection and analysis. Examples will be drawn from ESEA Title I and Title III projects throughout the narrative.

CONTACT: Persons desiring to enroll in the institute should direct information inquiries or completed application forms to:

Dr. Edward B. Sasse
Room 322 Wham Building
Southern Illinois University Campus
Carbondale, Illinois 62901

CREDIT: Class sessions will run from 9:30 a.m. - 11:20 a.m. and 1:30 p.m. - 3:20 p.m., Monday through Friday. Four hours of academic credit are possible for the institute.

The Participants

The following admissions policies were adopted prior to the dissemination of data pertaining to the Institute:

a. Enrollment would be limited to thirty participants.
b. Each participant must be an administrator, supervisor or public school employee who had a responsibility in the area of curriculum formulation or evaluation or who would have such responsibility in the near future.
c. Participants would be selected on the basis of their ability to benefit both professionally and in their leadership roles in the schools they served.
d. Selection should be made such that a maximum number of school districts be represented.
e. Selection should include a cross section of positions and job responsibilities pertaining to curriculum.

The initial response by area personnel to submit applications was gratifying. Final tabulations of approved applications showed that nine district superintendents were enrolled, as well as five principals, five curriculum positions, seven teachers, three graduate students, and one counselor who had a major testing responsibility. The seven teachers included were selected on the basis of administrator requests or because they were formally enrolled in supervisory preparatory programs and therefore would shortly assume supervisory roles in their systems. Several administrators indicated that they could not attend the Institute but requested that a member of their teaching staff be accepted so that the district have the benefit of the Institute. The three graduate students included were people who would shortly return to school systems as administrators with a responsibility in curriculum program development and evaluation.

A total of twenty-six school systems were represented ranging in size from a medium-sized urban complex to a small district employing only four teachers. Two selected participants had to withdraw from the Institute during the first week. One had a medical emergency at home and the other a school district administrative emergency that had not been foreseen. Overall attendance during the period was excellent with a high level of participant involvement.

PARTICIPANTS
EDUCATIONAL PROGRAM EVALUATION INSTITUTE
August 11 - August 29, 1969

	STUDENT	ADDRESS	POSITION	SCHOOL DISTRICT
1.	Pauline K. Billingsley	RR #1, Box 57 Goreville, Ill. 62939	Elementary teacher	Goreville Elem. School, District 18
2.	Book, Wiltz A.	912 So. 21 Street Mt. Vernon, Ill. 62864	Superintendent	Thompsonville High School, District 112
3.	Borah, Georgia L.	Sims, Ill. 62886	Elementary teacher	District 112, Fairfield, Illinois
4.	Bowen, Robert W.	103 Evergreen Lane Mt. Carmel, Ill. 62863	Superintendent	Wabash Comm. Unit District 348
5.	Butler, Neil D.	RR #2 Mulkeytown, Ill. 62865	Elementary principal	Zeigler-Royalton Dist. 188
6.	Castrale, Remo	1112 Newton Street Johnston City, Ill. 62951	Superintendent	Johnston City Community District 1
7.	Davis, John C. Jr.	626 So. Main Street Anna, Ill. 62906	Principal	District 37
8.	Downey, Richard D.	Evergreen Terrace, 173-7 Carbondale, Ill. 62901	Graduate student	S.I.U.
9.	Elliott, David B.	RR #4 Carmi, Ill. 62821	Superintendent	Concord Comm. Consolidated District 13
10.	Elliott, June S.	408 Market Street Metropolis, Ill. 62960	Elementary teacher	Metropolis City Schools
11.	Ellis, Jim Jack	215 Countryside Drive Florissant, Mo. 63033	Teacher	Ferguson-Florissant (R-2) School District, Mo.
12.	Foehr, Regina P.	Box 322 Ashley, Ill. 62808	English teacher	Springfield Public Schools
13.	Forhetz, John E.	197-8 Evergreen Terrace Carbondale, Ill. 62901	Counselor	Collinsville Comm. #10
14.	Frayser, Norma H.	Cave-in-Rock, Ill. 62919	Elementary supervisor	Cave-in-Rock District #2
15.	Horner, Douglas L.	P.O. Box 144 Dahlgren, Ill. 62828	Superintendent	Dahlgren Comm. Schools
16.	Huffman, Bob D.	402 W. Ninth Street Christopher, Ill. 62822	Superintendent	Christopher Comm. High School, District 38

	STUDENT	ADDRESS	POSITION	SCHOOL DISTRICT
17.	Humm, William L.	1806 Old W. Main Carbondale, Ill. 62901	Graduate student	S.I.U.
18.	Jennings, Joel W.	700 Metropolis Street Metropolis, Ill. 62960	Chairman, Dept. of Math	Shawnee Comm. College
19.	Jones, Cletus O.	Box 8 Joppa, Ill. 62953	Superintendent	Joppa Comm. High School
20.	Large, Ira F.	3201 Blackberry Mt. Vernon, Ill. 62864	Superintendent	Old Union School District 50 Ferguson-Florissant Dist.
21.	Lauless, Walter V.	27 Wildwood Lane Kirkwood, Mo. 63122	Director of Special Programs	
22.	McHaney, Lony D.	1104 Bel Aire Drive Mt. Vernon, Ill. 63864	Elementary teacher	Mt. Vernon City Schools District 80
23.	McMillan, William B.	Evergreen Terrace, 179-6 Carbondale, Ill. 62901	Graduate student Project evaluator	S.I.U.
24.	O'Neal, Ronald D.	#10 Parkview Drive Centralia, Ill. 62801	Assistant principal	Centralia School System
25.	Neal, Warren G.	RR #1 Benton, Ill. 62812	Teacher Curriculum director	West Frankfort Dist. 168
26.	Peterson, Thelma Y.	510 Bainbridge Road Marion, Ill. 62959	Dept. Head-Music Coordinator	Marion Comm. Unit #2
27.	Picou, Claude M.	RR #1, Box 6 Kaskaskia, Ill. 63673	Principal	Kaskaskia Consolidated School District Unit District 1
28.	Pulliam, Joseph W.	R.R. #1 Galatia, Ill. 62935	Curriculum Coordinator	
29.	Russell, Delmar L.	R.R. #1 Buncombe, Ill. 62912	Superintendent	Lick Creek Consolidated School District
30.	Sledge, Donald E.	R.R. #2 Bluford, Ill. 62814	Principal	Orchardville Grade School C.C.D. 13

Institute: August 11-22 (On Campus)

The institute was divided into two segments. The first two weeks of the institute, the participants took part in the following schedule:

August 11	A.M.	Continuous evaluation Guest lecturer: Dr. J. W. Wick Reading material: Chapter 3 in the blue manual
	P.M.	Continuous evaluation discussion Completion of administrative details for Institute
August 12	A.M.	Outcome evaluation - Dr. D. L. Beggs Reading material: Chapter 2 in the blue manual
	P.M.	Discussion of materials presented during morning Issues in Testing Reading material: Readings in Educational Testing Methods of Expressing Test Scores - Seashore Factors that Affect Test Results - Findley What Researchers say about Test Anxiety in Elementary School Children - Sarason Should Students Change Their Initial Answers on an Objective-type Test? - Reele & Briggs Faking Personality Test Scores in a Simulated Employment Situation - Wesman The Examiner as an Inhibiting Factor in Clinical Testing - Bernstein
August 13	A.M.	Evaluating learning outcomes: Achievement - Dr. J. T. Mouw Reading material: To be assigned
	P.M.	Discussion of material presented during morning Issues in Testing Reading material: Readings in Educational Testing Aptitude, Intelligence, & Achievement - Wesman Standardized Tests - Traxler Construct Validity in Psychological Tests - Cronbach and Meehl The Concept of Validity in the Interpretation of Test Scores - Anastasi The Validation of Selection Tests in the Light of the Dynamic Character as Criteria - Ghiselli and Hare Criticism of Commonly Used Methods of Validating Achievement Test Items - Buros Uniformity of Growth in the Basic Skills Throughout the School Year and During the Summer - Beggs and Hieronymus
August 14	A.M.	Evaluation of learning outcomes: Non-achievement - Dr. K. A. McNeil Reading material: To be assigned
	P.M.	Discussion of materials presented during morning Issues in Testing Reading material: Readings in Educational Testing

How Accurate is a Test Score? - Doppelt
Problems and Designs of Cross Validation - Mosier
On the Theory of Scales of Measurement - Stevens

August 15 A.M. Legal issues for grouping of pupils
Legal issues in evaluation - Dr. E. B. Sasse
Reading material: To be assigned

P.M. Discussion of material presented during morning
Issues in Testing
Reading material: Readings in Educational Testing
The social Consequences of Educational Testing - Ebel
Of Testing and Its Tyranny - Ballinger
The Intelligence Test in School Use: Some Persistent Issues - Stroud
Action Research in Schools - Wann

August 18 A.M. Evaluating community attitudes: The Bond Issue
Dr. D. L. Beggs
Reading material: Chapter 5 in the blue manual

P.M. Discussion of materials presented during morning
Issues in Testing
Reading material: Readings in Educational Testing
The Present Status of the Culture Fair Testing Movement - Lambert
Guidelines for Testing Minority Group Children - Deutsch

August 19 A.M. Evaluating the effectiveness of teaching techniques
Evaluating curriculum innovation - Dr. J. T. Mouw and Dr. W. W. Fishback
Reading material: To be assigned

P.M. Discussion of materials presented during morning
Issues in Testing
Reading material: Readings in Educational Testing
Evaluation for Course Improvement - Cronbach
Measurement and the Teacher - Ebel
ABC's of Test Construction - Stanley
Procedures for the Analysis of Classroom Tests - Ebel
Checklist for Reviewing Local School Tests - Tinkelman

August 20 A.M. Evaluating teacher effectiveness
Guest lecturer: Dr. R. L. Purnell & Dr. K. A. McNeil
Reading material: To be assigned

P.M. Discussion of materials presented during morning
Issues in Testing
Reading material: Readings in Educational Testing
Ten Essential Steps in a Testing Program - Traxler
Test Scores-Fragment of a Picture - Daly
Test Uses and Limitations - Thresher
Calipers on the Human Mind - Krutch
Methodological Problems in Evaluation - Patterson

August 21	A.M.	Evaluating in-service programs - Dr. D. L. Beggs Reading material: To be assigned
	P.M.	Discussion of materials presented during morning Discussion of field projects
August 22	A.M.	Assessment of staff attitudes - Dr. K. A. McNeil Reading material: Chapter 4 in the blue manual
	P.M.	Discussion of material presented during morning Discussion of field projects

Dr. John W. Wick was an outside consultant who had participated in the developmental phase of the grant and he did an excellent job of establishing the academic tone of the institute. In addition to the regular staff, Dr. Richard L. Purnell discussed one of his projects that he had directed while on the staff at Harvard University.

In order to establish some structure for the afternoon discussion periods, the staff developed the following materials:

ISSUES IN TESTING - REACTION QUESTIONS
Due 9:00 a.m., August 12, 1969

Comment briefly (200 words or less) on the first four questions below. Consider question five for possible discussion in the afternoon session (do not prepare a written reaction).

1. The Metropolitan Achievement Tests will be administered in your school next week. Using Finley's article as a reference, write a <u>short</u> memo to your teachers concerning cautions to be exercised in administering the tests.

2. You are informed by several teachers that a significant number of students show signs of extreme test-taking anxiety when standardized tests are administered in your school. What suggestions would you make regarding these matters and briefly outline them for the next faculty meeting.

3. Do you see the points raised in the articles by Wesman and Bernstein as being relevant to your particular school setting. Discuss briefly. Have you experienced a case where these factors have been involved in the results of standardized tests; if so, give a brief description of the situation and resulting decision.

4. Which do you feel is the best method of expressing test score results to (a) students, (b) parents, (c) teachers, (d) PTA, and (e) school boards? Why?

TOPIC FOR DISCUSSION -

5. Effects of faking the examiner, and anxiety on test taking behavior and results.

ISSUES IN TESTING - REACTION QUESTIONS
Due 9:00 a.m., August 13, 1969

Comment briefly on the first four questions. Consider questions five and six for possible discussion.

1. **Ghiselli and Haire (1960) discuss the possible inherent instability of criteria. Discuss the reasons why you would consider a certain criterion as dynamic in your own content area.**

2. **A sixth grader scores a Grade Equivalent of 8.9, what does this mean?**

3. **As a school administrator, how do you see test validity as an important issue in your selection and interpretation of standardized tests?**

4. **Why are achievement, intelligence, and aptitude tests all justifiable in a school testing program?**

TOPICS FOR DISCUSSION -

5. **Concurrent, predictive, content, and construct validity as discussed by Cronbach and Meehl.**

6. **Why shouldn't a test publisher say that his test is valid and reliable?**

ISSUES IN TESTING - REACTION QUESTIONS
Due 9:00 a.m., August 15, 1969

1. **What are your feelings with regard to the social consequences of educational testing as discussed by Ebel?**

2. **The question of creativity is raised in Ballinger's articles. Drawing on your experiences in the school setting, what feelings do you have with regard to this matter? (Can the creative person be identified through standardized tests? Is it important to identify the creative person? Have you had any personal experiences with a highly creative student who was not identified as gifted through normal testing instruments? Etc.)**

3. **A student's measured IQ is 120 in both the seventh and eighth grades. Two different tests were used to obtain these IQ's. What additional information is needed concerning these tests in order to make judgments regarding the similarity of these scores?**

4. **Write a short (not more than 200 words) proposal (state problem, significance, and method) for conducting action research in your school setting.**

TOPIC FOR DISCUSSION -

5. **Wann notes a number of problems with regard to the conducting of action research. From your own experience, what do you feel is the major problem in such inquiries?**

Problem I

During the recent school year, it has become apparent to school personnel and the community in general that some form of sex education is needed in the senior high school. The local school board members have felt that sex education belongs in the home. However, recent developments suggest that this education is not taking place.

To support their contention of a lack of education in the home, a study was conducted and found to yield the following results:

(1) 10 out of 100 senior girls dropped out of school before November to get married. A check of birth records showed that all 10 were pregnant when they got married.
(2) 5 senior men married freshmen girls during the first three months of school. All were fathers before April.
(etc.)

In short, there is a problem. Consequently, the school board has decided there will be a sex education program.

School is now in recess for the summer. Three committees have been formed to set up a sex education program for the coming year. These committees are (1) teachers, (2) measurement experts, and (3) administrators. By first working in these groups and then as one body, you are to formulate a program for the school year. You are to take into account all aspects relevant to the problem. Prime consideration is to be given to objectives and evaluation.

After formulating your program, a meeting of the school board is to be called for the presentation of the program. The staff members of the institute will serve as members of the school board. The meeting has been called for Monday, August 18, 1969, at 2:45 p.m.

Institute: August 25-29 (Field Study)

The second segment of the Institute involved a type of a field study. The participants were responsible for building an evaluation problem that was relevant to their school districts.

The following instructions were given to the participants:

PREPARE AN EVALUATION PLAN

Format

1. Specify the problem with which you are concerned: Give some background to the problem.
2. State objectives that relate to the problem and to your evaluation.
3. Provide your evaluation plan.

Possible Topics

A. Problem requiring continuous evaluation
B. Problem requiring outcome evaluation
C. Evaluation of some aspect of the curriculum
D. Evaluation of staff opinion or attitude
E. Evaluation of in-service program
F. Evaluation of achievement problems
G. Evaluation of non-achievement problems

4. Indicate anticipated results.
5. Relate these results to your objectives.
6. Type report and double space.
7. Return to

   Donald L. Beggs
   Department of Guidance and Educational Psychology
   Southern Illinois University
   Carbondale, Illinois 62901

8. Evaluation plans must be submitted by August 29.

Evaluation of the Institute

Although the evaluation of the institute could have been completed by evaluating the field projects, the staff was concerned with the opinions of the participants. An anonymous questionnaire was prepared. The participants returned their questionnaires to the staff and a summary of the results has been prepared.

EDUCATIONAL PROGRAM EVALUATION INSTITUTE

This is an anonymous questionnaire. Please fill it out and return to:

Dr. Donald Beggs
Wham 223
Southern Illinois University
Carbondale, Illinois 62901

1. What do you feel was the most beneficial part of the workshop?

2. What was the least beneficial part of the workshop?

3. Check the box which best describes your feelings:
(a) Morning sessions

Informative	☐	☐	☐	☐	☐	**No helpful information**
Interesting	☐	☐	☐	☐	☐	**Boring**
Controversial	☐	☐	☐	☐	☐	**Not controversial**
Meaningful	☐	☐	☐	☐	☐	**Not meaningful**
Practical	☐	☐	☐	☐	☐	**Theoretical**

(b) Afternoon discussion groups

Informative	☐	☐	☐	☐	☐	**No helpful information**
Interesting	☐	☐	☐	☐	☐	**Boring**
Controversial	☐	☐	☐	☐	☐	**Not controversial**
Meaningful	☐	☐	☐	☐	☐	**Not meaningful**
Practical	☐	☐	☐	☐	☐	**Theoretical**

4. (a) How would you change the morning sessions to better benefit others like you?

(b) How would you change the afternoon discussions to better benefit others like you?

5. How do you expect your behavior to change as a result of the workshop?

6. Would you recommend a workshop of this type for others who are concerned with evaluation in your school system?

Summary of Evaluations

The most beneficial part of the workshop was felt to be the morning sessions. Evidently the lack of structure of the afternoon sessions took its toll in interest. Interestingly, the book of readings and other material distributed to the participants was enthusiastically received. Many participants felt that the give and take of the staff was a welcomed occurence.

Those persons who felt that the afternoon sessions were not as beneficial as the morning sessions were most concerned about the theoretical nature of the discussions. The second most prevelant problem was that of a single individual dominating the afternoon discussion with his own ideosyncratic problems.

It is interesting to note though, that a majority of persons would not change the format of the institute. The most common suggestion was the increase in the number of simulations, a change which the staff actually made during the course of the institute. Two suggestions deserve some merit: (1) the breaking into quite homogeneous groups during the lecture session, and (2) the rearranging of members in the afternoon session after one week. This later suggestion would provide for more direct contact with more people.

In response to question #5, most persons felt that they had a worthwhile experience and that now they were better equipped to deal with evaluation problems, specifically in terms of stating objectives and in interpreting test scores. Several persons indicated that evaluation ideas developed in the institute would be instituted in their school system next year.

Almost every institute member indicated that they would recommend a workshop of this type for others who are concerned with evaluation in their school system (Question #6). Again, several persons actually indicated that workshops were already planned for the upcoming year.

The most relevant evaluation in terms of the primary objective of the institute was the evaluation plan prepared during the field study. In general, the staff was quite pleased with the results. The plans were evaluated by the staff and the participants were informed of the evaluation.

For the purpose of this final report, the staff has selected three plans considered outstanding by the staff. The staff evaluation is presented and then the plan is reported.

Evaluation Plan #1:

Mr. Forhetz has written an excellent evaluation plan for an in-service education program in elementary counseling.

His objectives are most clear and specific as well as being pertinent. They include not only the improvement of knowledge on the part of teachers, but also improvement of attitude.

Such diversity of objectives require a variety of evaluation methods, and Mr. Forhetz has aptly included them. He intends to develop attitude scales, counting procedures, and an evaluative visitation methods in order to provide meaningful information concerning the effectiveness of his program.

Generally, this was a very professional plan.

EVALUATION OF INSERVICE TRAINING PROGRAM FOR ELEMENTARY TEACHERS

John E. Forhetz
EdAd 527
August 29, 1969

EVALUATION OF A 12 WEEK INSERVICE TRAINING PROGRAM IN CLASSROOM MANAGEMENT

Statement of the Problem

The responsibilities of the elementary teacher have become increasingly complex and complicated in our ever changing society. Teachers have been expected to be experts in not only curriculum areas such as reading, mathematics, history, and science, but also specialists in public relations, child development, psychology, group dynamics as well as human learning. Little provision has been made in the teacher preparation programs for much more than adequate preparation in the curriculum content areas. Many abilities which teachers possess in areas other than curriculum have come about as a function of informal training or incidental learning aside from required courses in teacher training programs. In addition, until very recently, schools have done little to further or enhance the effectiveness of the teacher once he was granted his classroom. That was his domain and little was done to evaluate his techniques or their effectiveness.

Recently, however, there has been concerted effort to provide the teacher with some specialists to aid him in working within the classroom. One of them is the elementary school counselor. One of the services which the elementary counselor provides the school and the teachers is consultation. There are basically two forms of consultation; one is the face to face, counselor-teacher conference, usually about a specific child, and there is the inservice training program, in which the counselor meets with a group of teachers and discuss planned topics with the group.

This paper is concerned with evaluation of a 12 week inservice training program for elementary teachers, dealing with classroom management.

The objectives of this inservice training program are:

1. To teach the principles of group dynamics to the teacher
2. To teach procedures for dealing with specific classroom problems
3. To provide an opportunity for teachers in a professional atmosphere to exchange ideas and techniques for improved teaching
4. To increase the teachers utilization of such procedures in her classroom techniques
5. To improve the teachers understanding of children's behavior
6. To increase the teachers utilization of the counselors professional services
7. To improve the teachers attitude toward guidance services

Evaluation

Evaluation of this inservice training program will be by direct measures taken on the participating teachers as well as indirect measures and observations of the students.

Objectives one and two will be evaluated by way of reactions of teachers to discussions of such principles of group dynamics as well as their written responses to hypothetical situations which are presented throughout the seminar.

Objective three will be evaluated by way of a questionnaire given to the teachers at the conclusion of the program requesting them to anonymously react to the amount of participation and opportunity which was afforded them to exchange and express ideas.

Objective four will be evaluated by way of observations in the classroom of those teachers inviting the counselors in to observe and to provide suggestions. Another indirect measure will be a counting of the number of students sent to the office for behavioral classroom problems, both before the program, during the program, and after the program. This will give some indication of how much the teacher is able to carry back into the classroom the techniques which are taught in the inservice program.

Objective five will be evaluated indirectly by observation of the participation in the discussions related to children's behavior as well as by periodic responses to hypothetical cases with a written reply.

Objective six will be evaluated by way of counting the number of teacher initiated contacts with the counselor and the number of student referrals made by the teachers both before, during and after the in-service program.

Objective seven will be evaluated by way of a pre and post measure of the teachers attitude toward guidance.

Anticipated Results

The results anticipated from the evaluation of the inservice training program in classroom management are as follows:

An evaluation of the responses of the teachers to the hypothetical problem situations, made during the program will indicate that a majority (about 85%) of the teachers are grasping the principles of group dynamics and are understanding the specific techniques for dealing with specific classroom problems.

An evaluation of the teachers responses to a questionnaire given at the conclusion of the inservice program will indicate if the teachers felt free to exchange ideas and techniques in a professional atmosphere. A majority will probably indicate the positive in this regard.

An indirect evaluation of the teachers application of principles of group dynamics and techniques for handling classroom problems will be obtained by way of observing the teachers in their classrooms (which is a common procedure to walk into the classrooms when invited by the teacher for purposes of observing or helping deal with a specific problem). This will, of course, not occur with each teacher but probably half of the teachers will on occasion invite the counselor into the classroom. Another

indirect measure will be the counting of the students sent to the office for behavioral problems. I anticipate a 30% reduction in the number of office handled behavior problems at the conclusion of the inservice program.

A subjective evaluation of the quality and direction of the teacher participation in the discussions of the seminar will indicate an interest and increased understanding of children's behavior. An analysis of the written responses to specific hypothetical cases will reveal an increase in most of the participants understanding of student behavior.

A counting of the number of teacher originated counselor contacts and the number of teacher referrals will indicate an increase in the teacher utilization of counselor services.

A difference score of the pre and post Teacher Attitude toward Guidance scale will indicate a positive increase in teacher attitude toward guidance.

On the basis of these stated objectives and the listed methods of evaluation, the judgment can be made regarding the worth and value of the inservice training program.

Evaluation Plan #2:

Mr. Sledge has succeeded in developing a multifaceted evaluation plan for a remedial reading program. He plans to measure teacher attitude, the effectiveness of selection techniques, student reading attitudes as well as reading achievement level. Although many evaluators would have limited evaluation to achievement only, or at least to student attitude and achievement, Mr. Sledge has demonstrated awareness of the importance of considering staff as well.

Then too, although his objectives were somewhat vague, he has employed a variety of evaluation methods in order to yield the most pertinent information for his chosen variables.

EVALUATION PLAN FOR REMEDIAL READING

by

Don Sledge

Program Evaluation Institute
August 27, 1969

PART I

PROBLEM

This evaluation plan has been constructed as a method of evaluating the reading program being instituted in our school. The plan is to develop a remedial reading program for grades two through eight in our school.

The annual achievement testing program, as well as classroom achievement, has revealed a reading problem among several students who have average achievement in other areas. We hope to develop a program that will enable the capable student to raise his reading level.

PART II

OBJECTIVES

1. To develop a remedial reading program in grades two through eight that will assist students in raising their reading level.
2. To limit this reading program to those students that are capable of improvement.
3. To create a program acceptable to all the teaching staff.
4. To develop a favorable reading attitude among those participating in the program.

PART III

EVALUATION METHODS AND RESULTS

ATTAINING TEACHER APPROVAL OF THE PROGRAM

Before instituting such a reading program, we want to know the opinion of the teaching staff so that negative ideas can be explained and examined. Staff approval is vital to the success of the program. Before any further plans are made, an opinion survey will be given to the teachers of grades two through eight. (Appendix A)

After the results of the survey are studied, a staff meeting will be called. The planned program will be explained and discussed. Special attention will be given to the dispelling of any negative opinions that were revealed by the survey. The ideas of the staff will be worked into the program whenever possible.

RESULTS OF TEACHER OPINION SURVEY

The results of the opinion survey were very encouraging. Of the seven teachers surveyed, five gave positive responses to all the questions. However, three of them commented that there would be many problems with scheduling. The two other teachers gave a negative response to the question of scheduling. One of them also gave a negative response to the question concerning evaluation. She also commented that she felt evaluation was the job of the administrator and remedial reading teacher.

SELECTION FOR PARTICIPATION

The students for participation in the program will be selected on the basis of low achievement in reading. However, only students judged capable of marked improvement will be included in the program because of limited size.

Students with reading problems will be determined by a study of test scores and classroom achievement. A study of the achievement test scores will give an indication of those students with

a below-average reading level. It will also permit us to compare reading achievement to achievement in other areas. If the scores in reading are below average and the scores in other areas are average or above, it indicates that the student is capable of improvement in reading.

After a list of possible candidates is compiled in this manner, each of these students' capabilities will be discussed with the classroom teacher. The records of each students' classroom achievement will also be studied and discussed with the classroom teacher. Then the intelligence scores for these students will be surveyed. The intelligence test results will be held in proper prospective because we realize that a low reading level can affect the results of such a test.

After the survey of achievement test scores, teacher consultations, a survey of classroom achievement, and a study of intelligence test scores, we hope to have compiled a list of students with a below-average reading level that are capable of improvement.

RESULTS OF PARTICIPATION SELECTION STUDY

The survey of 120 achievement test scores revealed that 43 students had a below-average reading level. The next step revealed that 31 of these students were near or above average in other subject areas.

The intelligence test scores for the 43 students were then checked. According to these test results, 11 students were above average, 19 were near average, 8 were below average, and 4 were very low on the I.Q. scale.

When we conducted a comparison study of these two sets of test scores, we found that of the 31 deemed capable on the basis of achievement results, 30 had average or above scores on the intelligence tests. The one student that we had selected on the basis of achievement scores was kept on the list of possible candidates, because we felt that his low reading ability could very well have affected his intelligence score.

A copy of these results were then given to the respective teachers for study. The teachers were asked to survey our findings and pass their opinions. Consultation with teachers substantiated our findings in most cases. However, three students that we had omitted from the list were recommended for the program by their teacher.

Our final list of 34 pupils included 30 that had been selected by a survey of intelligence and aptitude scores, on the basis of aptitude scores alone, and 3 on the basis of teacher recommendations.

IMPROVEMENT OF READING ATTITUDE

The attitudes of all students in the program will be judged at the beginning and end of the program. All students in grades five through eight will be given a sematic differential attitude survey (Appendix B) at the beginning and end of the program to see if there is any improvement in reading attitude.

Attitude will also be assessed by teacher observation. All teachers will be asked to rate each of their participating students attitude toward reading at the beginning and end of the program. They will be asked to take note specifically of the amount of interest in library books and other additional reading material. Also, the student's attitude toward reading daily assignments should be observed.

RESULTS OF READING ATTITUDE SURVEYS

As expected, the attitude survey of the fifth through the eighth grades proved 95 percent negative at the beginning of the program. As was hoped, the results of the same survey given at the end of the program proved 97 percent positive. The negative responses received at the end of the program were assumed to be directly related to the fact that a small percentage of the students did not make a great increase in achievement.

The teacher observations of attitude were favorable. However, we expected the most noted attitude change in regard to library use which was not the case. The majority of the teachers reported that the most noted attitude change was toward daily assignments. They reported that most of the students included in the program had less trouble understanding instructions and completing their daily work than they did before entering the program.

INCREASE OF READING LEVEL

Probably the most significant evaluation in this plan will be to see if the students participating actually make a substantial increase in their reading level.

The first step will be to determine their reading level at the beginning of the program. This will be done by a study of past performance in the classroom as illustrated by class achievement records and teacher consultation. Also, each student selected for the program will be given a test to determine their reading level compared to a national average. These factors will be combined to establish a reading level at the beginning of the program.

At the end of the program, the same procedure will be used to establish their reading level at that time. Then their increase in reading level will be compared to their normal classroom

increased reading level the preceding year. This increase in reading level will also be compared to their fellow homeroom students. The increased level for the students not in the program will be determined from the test scores of the annual achievement tests.

RESULTS OF READING LEVEL INCREASE

The results of the test given to establish the reading level of the students are closely related to the decision of the staff by a study of classroom achievement. However, the test results placed each student at a specific point.

The evaluation at the end of the program was very rewarding. Seventy percent of the students raised their reading level substantially on the annual achievement test. An added satisfaction came when we discovered that many of the students also raised their achievement in other areas more than in previous years. Apparently, their increased reading level helped them achieve more in other subject areas. The teachers also reported a noted increase in reading comprehension in the classroom of these students on their classroom assignments.

The results of the reading test that were given (the same test given 9 months earlier at the beginning of the program) revealed that 95 percent of the students had increased their reading level more than one year. Fifty percent of the students raised their reading level more than two years. Five students increased their reading level more than three years. One boy had a remarkable increase of four years. Of the five percent that did not make a substantial increase, all but one had an increase of at least nine months.

PART IV

ACHIEVEMENT OF OBJECTIVES

The results of our evaluation indicate success in achieving our objectives.

The teacher opinion survey revealed little negative attitude on the part of the staff. However, the discovery of the negative ideas that did exist allowed us to deal with them and helped insure the success of the program. The remedial reading program was not only completely accepted by the staff, but they also were very cooperative in assisting with evaluation.

The results of the attitude survey and teacher attitude observation illustrated a remarkable increase in favorable reading attitude. Actually, the students participating had an almost complete reversal of reading attitude.

The results of reading level increase indicated a great success of the achievement objective of the program. It also indicated

that the objective of trying to select students capable of improvement was a success.

The program has been of great assistance to the student participating. It not only enabled them to increase their reading level, but also helped them to increase achievement in other subject areas. On the basis of this evaluation, we intend to include remedial reading as a permanent part of our school program.

APPENDIX A

STAFF OPINION SURVEY OF REMEDIAL READING PROGRAM

		Yes	No
1.	Do you have children in your classroom that need individual attention in reading?	☐	☐
2.	Do you feel that a full-time remedial reading teacher would be of significant assistance to the children?	☐	☐
3.	Do you feel improvement in reading would make a significant difference in achievement in other areas?	☐	☐
4.	Would you be able to schedule your classes around a reading program?	☐	☐
5.	Would you be willing to participate in evaluation of a remedial reading program?	☐	☐

Comments:

APPENDIX B

READING

strong	☐	☐	☐	☐	☐	☐	☐	weak
good	☐	☐	☐	☐	☐	☐	☐	bad
usual	☐	☐	☐	☐	☐	☐	☐	unusual
fast	☐	☐	☐	☐	☐	☐	☐	slow
interesting	☐	☐	☐	☐	☐	☐	☐	boring
not important	☐	☐	☐	☐	☐	☐	☐	important
uncertain	☐	☐	☐	☐	☐	☐	☐	certain
changing	☐	☐	☐	☐	☐	☐	☐	steady
small	☐	☐	☐	☐	☐	☐	☐	large
rough	☐	☐	☐	☐	☐	☐	☐	smooth
heavy	☐	☐	☐	☐	☐	☐	☐	light
old	☐	☐	☐	☐	☐	☐	☐	new
moving	☐	☐	☐	☐	☐	☐	☐	still
simple	☐	☐	☐	☐	☐	☐	☐	complex
dirty	☐	☐	☐	☐	☐	☐	☐	clean
not active	☐	☐	☐	☐	☐	☐	☐	active
soft	☐	☐	☐	☐	☐	☐	☐	hard
near	☐	☐	☐	☐	☐	☐	☐	far
dangerous	☐	☐	☐	☐	☐	☐	☐	safe
controlled	☐	☐	☐	☐	☐	☐	☐	not controlled

Evaluation Plan #3:

Miss Foehr has written a very comprehensive evaluation plan for a project that is extremely difficult to evaluate. She has stated specific objectives and has found a way to measure or quantify the degree to which these objectives were met.

Secondly, her objectives and evaluation have not been limited in scope to one or two facets or behaviors. She has included written response attitude measures through the mere counting of attendance at meetings.

Thirdly, and most importantly, her project and the evaluation plan rank very high in relevance. She has not escaped to planning a stifled project for purposes of ease, but has dealt with the problem as it exists and produced a most comprehensive plan.

EVALUATION OF THE COMMUNICATION PROCESS

AT SPRINGFIELD SOUTHEAST HIGH SCHOOL

by

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CHAPTER I

INTRODUCTION

In order for a school system to function effectively, there must be communication among all people involved in the system. Without effective communication chaos will often develop.

Communication accomplishes its purposes accurately if the messages are interpreted in the same way by the communicator as by the recipient of the communication. This does not mean that they have to agree but rather to understand each other. All communication is a form of interpersonal behavior. If a communication situation, for whatever reason, arouses anxiety in an individual, the primary goal of his communication may become the reduction of the anxiety, rather than the accurate transmission of ideas. Whenever the individual feels threatened, he will use words to conceal himself from the other person and from himself.[1]

In the problem which this paper discusses these ideas should be kept in mind. It will become apparent that there has been a breakdown in communication and that some of the above situations have resulted because of this breakdown in communication. Completely candid interchange of attitudes on all subjects does not ordinarily occur between those who wield power and those who are subject to power.[2] There are two distinct environments of communication channels: 1) those external, outside the system and 2) those internal, within the system.[3] Nonetheless, accurate communication is quite as vital to the man on the street as it is to the logician or the student of semantics. Every human interaction hinges upon the communication of meaning ... Inadequate communication thus leads to disappointment and frustration.[4]

Coffin reports evidence that susceptibility to influence by communication with others increases with level of difficulty of the task performed and decreases with years of training in the task.[5]

The school administrator who thinks in terms of efficiency perceives a different world from his teachers who may think in terms of educational objectives, student problems and working conditions. Language has a number

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[1]Krech, David, Individual in Society. New York: McGraw-Hill Book Company, Inc., 1962.

[2]Lane, Willard R., Corwin, Ronald G. and Monahan, William A., Foundations of Educational Administration; a Behavioral Analysis, New York: The MacMillan Co., 1966, p. 89.

[3]Ibid., p. 89

[4]Newcomb, T. Social Psychology. Dryden Press, 1950, p. 292.

[5]Coffin, T. E., "Suggestibility and Level of Difficulty," in Readings in Social Psychology, New York: Holt, 1952, pp. 249-61.

of basic functions in the formation of groups. The credibility of information is enhanced if there are consistent reports from several sources; conversely, it is questioned if there are inconsistent reports. Thus a monopoly over communication channels assures success.[1]

It has long been recognized that messages often do not reach the intended audience. Audiences often "overlap" (that is, the people who use one medium use them all), which tends to give an "all or none" effect to the message. Messages are relayed in the group by the group's opinion leaders. When the communication process is viewed as part of the leadership structure, the mainstream of communication is not from sender to receiver, as the mechanical model would suggest; it is from sender to an intervening opinion leader to receiver.[2]

STATEMENT OF THE PROBLEM

There is a gap in communication from the administration to teachers to students within our building. This lack of communication has resulted in poor morale, frustration, lack of discipline and racial problems.

Background

This problem involves a school of 2100 students and approximately 110 teachers. 385 students are black and the rest are white. There is one principal and two assistant principals. The intent of this report is not to criticize a school system, administration, faculty or students but rather to show the role that communication plays in the effective functioning of a school. For purposes of clarity, the background will be presented in outline form.

I. Faculty Communication
   A. In teachers' lounge and teacher groups, teachers constantly complaining about communication gap
   B. Faculty meetings: Communication one-sided; teachers not allowed to express ideas regarding discipline, tardiness, dress, etc.

II. Students unsure of what is expected of them (Confusion in their perception of communication from administration and faculty.)
   A. Dress code not enforced
   B. Poor class attendance
   C. Frequent tardiness
   D. Disrespect to teachers and fellow students

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[1]Lane, Foundations, p. 73

[2]Lazarsfeld, P. and Katz, E. Personal Influence, Glencoe, Illinois, Free Press, 1955, p. 32

E. Abuse to school property
   1. Broken windows
   2. Smoking outside building leaving a mess
F. Perception of exemption from law enforcement
G. Assault on teachers (Confusing communication -- some were disciplined; others were not.)
   1. One student permanently expelled from school
   2. One student "talked to", no disciplinary action taken.
   3. Although witnessed by several adult cafeteria workers; five teachers and a room full of students, one defended by the assaulted assistant principal (Public denial that it had happened).
H. Disruptive behavior of students at all school assemblies (interruption of communication process)

III. Black student week without proper communication or "warming up" to it resulting in confusion in the following ways:
A. Black arm bands worn by black students
   1. White misinterpretation as militant organization such as Gestapo
   2. Black interpretation as honor to black heroes
B. Bulletin boards appearing all over school with black only
   1. Department bulletin boards' materials removed without consulting department chairmen
   2. Art projects removed from art display center on spur of the moment notice
C. Black assembly without communication at 9:30 on Friday
   1. Public address announcement directed to all black students and seniors
   2. Program screened by assistant principal but not modified or changed in any way
   3. White slave master brutally beating slave
   4. Blacks immitating H. Rap Brown and Stokely Carmichael with "Kill White" and "Burn Baby Burn" -- cheered by small group of black students in the audience
   5. Fifty white seniors walked out
   6. Blacks upset and beginning of racial problems
   7. Blacks go to various classes taking out fellow black students; go down halls singing "We Shall Overcome"
   8. City, county and state police appear in school building immediately
   9. By 10:00 A.M. school dismissed with students, parents and teachers in halls
   10. Student groups form to correct situation; others to get revenge
   11. Faculty meeting called -- six representatives elected to meet with student committees

IV. Week-end Events
A. Parents both black and white meet at Center Park to decide to correct situation, establish discipline and create harmony
B. Area Schools get hundreds of requests for transfer students
C. Many students do transfer

V. Second week's events

A. Monday

1. Poor attendance (4 or 5 students per class)
2. Black students organize and leave school building
3. White students (about 600) meet in Center Park
4. All meet at school at 1:00 P.M. to "have it out"
5. Riot prevented by state police riot squad
6. School dismissed
7. Fights develop among small groups
8. Faculty meeting: (again no communication, teachers accused of not being understanding)
9. Evening board meeting called and held in gymnasium to accomodate the 2000 parents who showed up
10. Black Egyptians, a black street gang from East St. Louis came and threatened city of Springfield.
    a. All talk but teachers
    b. Meeting extended to Tuesday night

B. Tuesday's events

1. Poor attendance (5 or 6 per class)
2. A few fights
3. Faculty meeting of classroom teachers only (no administrators or counselors admitted); statement drawn up to present to board and parents
4. Board meeting again held, approximately 1000 come
    a. Board requests that statement not be made and closed meeting with faculty to be held
    b. Closed meeting held after public meeting; over at 12:30 p.m.
    c. Afterward board met with administrators from school

C. Wednesday's events

1. 80% attendance
2. Tension still present
3. Students who walked out had to bring parents before being admitted
4. Faculty meeting called and teachers criticized as being unprofessional.

From this outline of events, it is apparent that there has been a breakdown in communication and that this breakdown has resulted in poor morale, frustration, lack of discipline and racial problems. The remainder of this report will deal with the evaluation of the new method employed to correct the communication breakdown and to change the problems which resulted.

CHAPTER II

OBJECTIVES AND EVALUATION

There were four major objectives which related to the problem and to the evaluation of it. They were as follows:

1. To improve communication between administration, faculty and students
2. To improve school morale
3. To improve discipline
4. To improve race relations

Plan for Evaluation

The evaluation which takes place will be continuous. In the plan, the measuring devices used were as follows:

1. Objective: To improve communication among administration, faculty and students
   A. Count the number of representatives from each department who met with the administration and the number of times they met
      1. Before the new method was introduced
      2. Continuously after the new method was introduced
   B. Count the number of meetings of the student council with the administration before and continuously after the new method was employed.
   C. Three different examples of the semantic differential on the attitudes of students, faculty and administration on the communication process between the following groups:
      1. Administration and Faculty
      2. Administration and Students
      3. Faculty and Students

      Such choices as strong-weak, good-bad, fast-slow, near-far and important-not important were used. This test was given before the introduction of the new method and continuously afterwards.

2. Objective: To improve school morale
   All of the following devices were used before and continuously after the new method was introduced.
   A. School attendance was taken by the attendance office.
   B. Attendance at school clubs was taken by club secretaries.
   C. Attendance was taken at athletic events. Attendance was based on the number of tickets sold. The athletic director was responsible for this.

D. The number of extra-curricular activities available for students was counted.
E. The semantic differential for "School Morale" was given to administration, faculty and students.

3. Objective: To improve discipline
All of the following measuring devices were used before and continuously after evaluation began.
A. The number of teachers struck were counted.
B. The number of students sent to the office per week for disciplinary reasons were counted.
C. The number of students who were sent to the office more than two times per week were counted.
D. The number of broken windows replaced by the custodian were counted.
E. Questionnaires were sent to teachers on which such items as the following were listed:
1. On the average, how many students have you observed smoking outside the building per day?
2. On the average, how many students per day are tardy for your classes?

4. Objective: To improve race relations
All of the following devices were used before and continuously after the new method was employed and evaluation began.
A. Semantic differentials were given to faculty and students on:
1. "The White Man" to be filled out by black students and teachers
2. "The Black Man" to be filled out by white students and teachers
B. Counts were made by the assistant principals of inter-racial fights.
C. Physical education racially mixed teams which formed voluntarily were observed by physical education teachers.
D. The number of white members in the Afro-American Club was counted.
E. Racial attendance at extra-curricular activities was taken.

CHAPTER III

EVALUATION FINDINGS AND THEIR RELATIONSHIP TO THE OBJECTIVES

This chapter will deal with the findings of the evaluation. It is assumed that the evaluation was continuous and that the results of this particular report were reported two months after the method for improvement was employed.

Objective One: To improve Communication Among Administration, Faculty and Students

The findings of the evaluation were as follows:

1. The number of members per department who met with the administration prior to the implementation of the new method was one, the department chairman. The average number of times they met was once every two months. This was changed to one representative per five department members in addition to the department chairman. The number of meetings was increased to three times in two months.
2. The student council's meetings with the administration had averaged twice a year. After implementation of the new method, they met once every month.
3. The attitudes expressed on the "Communication Process" semantic differential were as follows.
   - A. "Administration and Faculty Communication Process"
     1. Administration
        - a. Before -- positive
        - b. After -- positive
     2. Faculty
        - a. Before -- very negative
        - b. After -- positive
   - B. "Administration and Students Communication Process"
     1. Administration
        - a. Before -- positive
        - b. After -- very positive
     2. Students
        - a. Before -- very negative
        - b. After -- positive
   - C. "Faculty and Students Communication Process"
     1. Faculty
        - a. Before -- negative
        - b. After -- positive
     2. Students
        - a. Before -- very negative
        - b. After -- positive

Thus, it is evident that more of an effort was made to communicate. More opportunities for more people were made available for communication to take place. Obviously, the students and faculty attitudes toward communication were improved; therefore, the objective was met.

Objective Two: To Improve School Morale

The findings of the evaluation were as follows:

1. Attendance at school
   A. Before -- 250 absent per day
   B. After -- 120 absent per day
2. Attendance at school clubs
   A. Before -- twenty percent were absent
   B. After -- twenty percent were absent
3. Attendance at athletic events increased by twenty percent after the new method was employed
4. After the new method, the number of extra-curricular activities available for students remained the same as before
5. The semantic differential for "School Morale" was very negative before the new method was employed and positive after it was employed

The results of the evaluation indicate a vast improvement in school attendance. It is apparent too that attendance at athletic events was improved. Also the attitudes expressed in the semantic differential on "School Morale" indicated an improvement of attitudes. It can be assumed that all of these would indicate an improvement in school morale. Even though there was no improvement in attendance at school clubs and even though there was no increase in the number of extra-curricular activities available for students, school morale has still been improved. Other factors such as student and teacher schedules could have been an influencing factor in there not having been a change in the two previously mentioned situations. Thus, the objective was met.

Objective Three: To Improve Discipline

The findings of the evaluation were as follows:

1. The number of teachers struck during the school year prior to the new method was three. After the new method was employed, none had been struck during the first two months of evaluation.
2. 350 students per week were sent to the office for disciplinary reasons prior to the implementation of the new method and after the implementation of the new method, this number was reduced to 200.
3. 30 students were sent to the office more than two times per week before the new method was introduced and this number was reduced to 25 after the introduction of the new method.
4. The number of broken windows changed from one per week to one in two months.

5. The questionnaires filled out by teachers indicated a drop of ninety-five percent of such things as smoking in front of the school building and a drop of forty percent in tardiness.

In summary, there was a reduction in the number of teachers struck by students as well as in the number of disciplinary cases sent to the office. Also fewer students were sent to the office more than twice a week. Other problems such as smoking in front of the school building, being tardy and breaking windows were reduced significantly. Thus one can see that the objective was definitely met.

Objective Four: To Improve Race Relations

The findings of the evaluation were as follows:

1. The semantic differentials on the "White Man" and the "Black Man" showed that attitudes ranged from somewhat negative before to somewhat positive after the implementation of the new method.
2. Interracial fights decreased by five percent.
3. There was no change in the number of racially mixed physical education teams which formed voluntarily. Whites tended to be on white teams, and blacks tended to be on black teams.
4. The membership in the Afro-American Club remained the same -- three white members and 300 black members.
5. Racial membership in extra-curricular activities remained the same before and after the new method was introduced.

On the basis of the findings, it can be said that race relations were slightly improved in some respects such as attitudes expressed on the semantic differential and the reduction of interracial fights. Otherwise there was not any change in the behavior of students regarding race. Therefore, the objective was only slightly met. Perhaps after the method has been in effect for a longer period of time, it might work more effectively in improving race relations. If not, a new method should be tried.

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